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The Middlebury Campus

VOL. VIII NOVEMBER, 1912 No. 7

MIDDLEBURY COLLEGE

FOUNDED IN 1800

THE CENTRAL COLLEGE OF VERMONT

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ELECTIVE GROUPS Middlebury College offers to every student the personal advice and assistance of some member of the Faculty in laying out a practical course of study. Groups of studies have been formed for the benefit of students who have in mind a particular occupation. In connection with these groups, a member of the Faculty is appointed by the President to act as an adviser to students wishing to specialize in that group. The subjects in which groups have been formed are Agriculture, Business, Education Engineering, Journalism, Law, Medicine, Mineral Industry, and Theology.

NEW OPPORTUNITIES The physical education of every student has been provided for through the work of two competent physical directors. New departments of instruction have been added in Engineering, Home Economics, and Physical Education with 17 subjects of study.

		Faculty	Students	Income
GROWTH	1905	9	118	25,914
	1906	10	136	28,496
	1907	11	156	28,490
	1908	11	178	29,299
	1909	13	202	36,072
	1910	19	226	54,781
	1911	20	276	59,113
	1912	26	305	69,498
	1913	28	330	

FURTHER INFORMATION. Inquiries may be addressed to

PRESIDENT JOHN M. THOMAS.

MIDDLEBURY, VT.

THE MIDDLEBURY CAMPUS.

THE VOCATIONAL IDEA IN HIGHER EDUCATION. ITS BASIS AND ITS FUNCTION.

I HAVE been asked to state the case of that type of college that represents the vocational idea in higher education, as Amherst, among eastern colleges, represents in her reorganized curriculm the cultured idea.

This may not be so easy a matter as one might suppose. The thing for which Amherst stands has been current educational thought for centuries; the other idea is, in comparison, distinctly new, western, American in spirit, and lacks those traditions and conventions which enable people to have a common understanding of the terms, purposes, and processes. In the nature of the case, too, the vocational idea is more complex and takes shape under local influences that give it one form here and another elsewhere, so that institutions representing the vocational element are not all alike.

The student of American education soon discovers that we have numerous styles of colleges. There are some great eastern colleges that have evolved into universities, and some southern and western universities that have really remained colleges, and there are many miscellaneous institutions in between, some on private foundations, some on public, some doing a high grade of collegiate work, others bearing the name of university and doing the work of a preparatory school or academy. The remark of an American scholar remains in no slight extent true, although it was made nearly a quarter of a century ago, that while one has no great difficulty in knowing what is meant by a University in France, Germany, or England, no one can become so conversant with facts as to tell what an American university really is. But while institutions are many, types are fewer, and it will serve to prepare the reader for the discussion that follows if he gets at least two of these types into relief in his mind.

The old New England college typifies a privately founded and closely controlled institution, an organ of the church, whose origin goes back of the statehood of the commonwealths in which the first of such institutions were planted. This means that they became so strongly intrenched in that form of control known as

close corporation management that the sovereign states were unable to shake from them their chartered rights which dated from the days when Old England was still sovereign here. Such colleges were in form and spirit old world institutions, transplanted to the seaboard of a new world.

But in the Revolutionary era, out of the widespread distrust of these first colleges, whose administration could not be wrested from them and turned to more serviceable channels, there grew another type of college, an American college, chartered, supported, and controlled by the state in which it was located.

Now the sources of control and support do not necessarily affect the quality or standard of an institution's scholastic work, and very likely a visitor to one of each sort of these colleges in the early part of the nineteenth century would have found little difference between them. But there are results that do follow from public support and control; they are apparent, first, in the determination of the educational aim or purpose of the college; and secondly, in determining the subject matter of instruction.

No better illustration of these results could be found than our own college offers. Middlebury is a college of neither of the types described, but stands, or rather moves, midway between the two, being in a transition period; for the money which she has received from the State of Vermont in annual appropriations has been given for stipulated purposes, and a considerable part of Middlebury's recent expansion has been along lines stated in the legislative acts that conferred the funds. Institutions do not receive money without incurring moral obligations, any more than individuals do. The public treasury is a tempting dish, and small colleges are always hungry. Few will hesitate to assume new lines of work or modify old lines if the necessary funds are forthcoming.

If we transfer this illustration to the college of the second type, and realize that it is *in toto* an agent of the state just as Middlebury is in part an educational agent of Vermont, it will be easy to perceive the reason of the vocational college and also the reason why certain states have so much to say abont the policy and administration of their colleges. The state can determine how the college shall be governed, the length of its courses, their content, the standards of attainment, the degrees that shall be conferred, the relation of the institution to the lower schools, or

anything else pertaining to its operation. The whole function of such an institution is to serve the siate, not as some self selected body of refined and educated men shall determine, but as all the people shall decide.

Snch a groundwork of the principles of college organization, although it is sketchy and incomplete, seems to me to be absolutely indispensable to an understanding of the work and purpose of the distinctive American college. A private college may be as arbitrary as it pleases about its policy. It may prescribe that all its students shall converse in Sanskrit, lunch on shredded wheat, and play chess an hour each day; and it can debar from attendance any who through intellectual or gastronomic unfitness fail to live up to the requirements. But no college founded and supported by public money for the purpose of rendering public service can do that.

Nor can any individual among us determine what are the great educational needs which public colleges ought to serve. Even the public may make a wrong guess. It may be that in another decade people will ridicule the idea that girls should be taught to cook in college or that parents should want to educate boys to stay on farms. I think that I could hunt up a few reasons now for thinking that I want my daughter to learn to cook long before she is of college age, and that I want my boy to stay on the farm or get off the farm according as his developing capacities shall indicate his talent; and I do not suppose that I am far from the representative parent in these respects. But catchy phrased and sweeping propositions can be set forth so attractively that they gain general currency, even when they do not fit all cases. And if the people once think they want a thing in their tax supported schools and colleges, the propagauda for that day will come and all the humanists in Christendom cannot stay it.

It is fair to name the State University as that institution that most completely typifies the pragmatic idea in collegiate work. In spite of its name, this institution is as much college as it is university; for its academic core is the traditional undergraduate course of four years. In the second place, it is characteristic of the western rather than the eastern portion of the country, historically at any rate; for while such institutions are to be found in the east, their great field and activity lie west of the Alleghanies. They are alike in being supported prevailingly by

public funds and in being managed more or less directly by the legislatures and administrative officers of the states. They, more than any other schools of college rank, represent the people directly and necessarily. The university is the creation of the people, their school, as truly as is the district school or the high school, and for the same reason. Does it not follow that it will be what they make it? that their spirit will be reflected in its purposes and in its work?

From the nature of its origin and control, this sort of institution cannot be expected to be an old-fashioned humanistic center of learning. People as a rule do not conceive Latin and Greek to be very essential in the every-day affairs of life. We may disagree with them and believe that common sense is not the best guide to determine what a college shall be. We may consider it presumption for a legislative body to assume any educational wisdom. But it is the body that has the power; and while the Amherst idea is that the best counsel is the uncommon sense of a body of wise and cultured gentlemen, the people probably know what they think they want, and they certainly know how to get it.

If we can get over the audacity of this thought, that a hay-seed legislature can create an institution of higher learning, we may find in it something to admire. The spirit reflected in such efforts has given us some new things in educational history. In fact, it is the spirit that has made the educational history of the last century; it is the spirit that has been popularizing education in lower grades of schools, for several centuries, just working its way up into the fields of higher education. The conception that the people can formulate an educational philosophy is a new idea. Ameng the Greeks it took an Aristotle, among the Romans a Cicero, among the early Christians one of the Church Fathers, at the time of the Reformation a Luther; but now, only the people can say *ex cathedra* what the educational principles are on which state schools must work.

This notion is what has put all the children of all the people on the same footing of educational opportunity. You will look in vain in the Amherst plan for any such thought. That plan subsumes an educational aristocracy. The new idea subsumes an educational democracy. It is what has established co-education as a matter of principle. It offers education with no respect of

race or color or religion. The college in this new way of thinking is an organ of the state and not an organ of the church. Religious life it may display, sectarianism never.

The great administrative gains in recent public school work have also come from the logical operation of this idea of democratic control. When people control their higher and middle and lower forms of school, they naturally become insistent that waste and duplication of effort shall cease, and that a sensible integration of the different parts of the public school system be made. This explains the present stress of high schools and colleges as they seek a better adjustment at the point of entrance to college. The high school is being forced by social pressure to connect with the elementary school on the under side and the college on the upper side so that there shall be an educational ladder from kindergarten to university. The Amherst idea does not suggest this. Nothing could be farther removed from the Amherst idea than that the University should really be what its name signifies, the all-of-us, and that educational opportunity to any extent should be the common privilege of all American children.

So we find a good deal that we think is of the best in our American contributions to educational history which does not connect with the Amherst idea of liberal culture.

The college which is the product of social pressure must represent all the interests of all the people. Educational opportunity of one sort alone is not educational opportunity for all. What is vocational for one man is cultural for another. What is attainable for one youth is quite beyond the reach of another, in the way of scholarship. But the differences are more differences of kind than they are differences of degree. Hence every child has the right to his peculiar portion of the race inheritance. For one it is a literary inheritance, for another it is a scientific inheritance, for the third child it may be a dominantly religious inheritance, for another an esthetic inheritance, for another an industrial inheritance. Your college of the people, therefore, must be a college of no limited, one-sided curriculum. It must give what is needed ; if bread is called for it must not offer a stone.

There is no question but that most of us do need bread. The vocational college recognizes the condition. The cultural college says, the public leaders will be fed by the people ; the vocational college says, the people must feed themselves.

Hence, domestic science for the girls, agricultural science for the boys. Indeed, the college of this type must aim to connect with life directly through life's various activities, and studies that have introductory, preparatory, practical values must be included, as well as cultural and liberal studies. So far as I know the latter are not excluded; they are allowed to stand or fall, like all the others, on their merits. The protective tariff is taken off them, that is all.

A live man does not merely exist. He exists with relation to time, space, other people and things. That is, there are objective as well as subjective aspects to his being; hence to his education also. Education must be based on and make its appeal to the inner world of his mind and spirit; but it is gained through his contact with the facts of an outer world of stimuli, the world of steel and iron and textiles, physics, chemistry, botany. Amherst College will demand that every graduate be a man of culture; the vocational college demands that every man be a man of action and efficiency. Efficient action is a product of trained mentality as much as is knowledge of the wanderings of Odysseus. It does not much matter what one does provided it be honest and serviceful and necessary to life; for new dignity attaches to labor when the trained man works. Public leadership is not the only kind of public service. The cultural college provides for one kind of public service; the vocational college provides for many. Is it not clear that this new style of college which is the product of all-of-us must furnish opportunity for all of us, and hence must be vocational?

The vocational idea does not lack good pedagogical support. Its assumption that all minds are not cast in the same mold is good psychology, better psychology in fact than that on which the old humanistic training seeks its justification. The vocational college does not admit that culture exists as something separate and apart that can be won by itself alone. It rather insists that it pertains to the work of one's life, when knowledge, imagination, vision and joy have been brought into that work. It assumes that liberalizing values attach to any study that stimulates the mind to new currents of thought; and that pleasure, that basis of esthetics, will result from every task well done; that rythm may be found in smoothly running machines as truly as in Tennyson's lines; that the merinos on one's own farm may

be as beautifully illustrative of pastoral life as the flocks over which Vergil's good shepherd piped in sunny Italy.

The vocational idea is based on the notion that somewhy it is better for a man as he develops in college to get a little nearer his job each day, to be making the observations and forming the habits he must use on the job, than it is to be forming habits that he must not use and keep getting a little further away from his job as he approaches the time when he must grapple with it. The vocational note in college means that knowledge shall be extended, diversified, and popularized. Does the cultural idea stand for this? Does it not explicitly state that its purpose is *not* to train a man definitely, as for a trade, but to give him one particular sort of training that has his subjective self alone in view? The education given by the cultural college then cannot be technical, commercial, or special. Courses in engineering, dentistry, agriculture, dairying, home economics, journalism, commerce, finance, and so on, are distinctly not in its approved classification. Its concept of leadership is not broad enough to take in a man like Professor Babcock of the University of Wisconsin, whose work is computed to bring a clear gain of over one million dollars a year to the dairy interests of his state, and many times that to the nation and humanity.

Education is an individual matter for each person, and any individual can insure his own culture by taking faithfully the Amherst course; but society cannot be sure of its culture save by providing the highest possible training in all lines of knowledge for all the children of all the people.

Let me add in closing a much needed word about the constant debate over the classical and vocational types of training. The ideas represented by these two educational motives are not inevitably opposed to each other, as is commonly supposed. The development of technical education is no encroachment on the preserves of the cultural college. The two sorts of training are both necessary to society; they supplant each other. If we need leaders, it must be because some of us are to be led. And what of them? Shall they too not be trained? The vocational idea stands for an educated rank and file, for education in shirt waist and overalls as well as in cap and gown. Humanitarianism is not going to displace humanism, but it is going to permeate American public school education.

AN INTERESTING GIFT TO MIDDLEBURY.

MISS CHARLOTTE M. JOHNSON, of the Class of 1901, has just presented to the college a gift of peculiar interest. It is a banner of silk to be hung in the Library beside the portrait of Doctor Charles E. Prentiss, and upon it has been beautifully embroidered in Chinese characters, by pupils in Miss Johnson's school at Shanghai the legend, "Blessed are the poor in heart, for they shall see God". Doctor Prentiss's death occurred some two years after the giver had left this country to enter on her missionary work, and the gift is but another evidence of the affectionate regard in which his memory is held.

Miss Johnson went out to China eight years ago, under the auspices of the Woman's Union Missionary Society of New York, to take charge of the Bridgman School for Girls at the West Gate of Shanghai. The success that has attended her labors is a tribute to both her ability and her devotion. Through her individual efforts and under her personal supervision a building was erected a few years ago to accommodate the growth of the school, and this in turn has given way to a much larger and more handsome building erected, like the first, under her personal direction and from her own designs, the money being furnished by the Chinese and her American friends. The new building, with accommodations for one hundred girls, was completed with gatehouse and wall at about half the usual cost of a structure of its proportions. A missionary of long experience who has had abundant opportunity for observation has said regarding Miss Johnson that no other youug missionary in China by her own efforts has accomplished so much in so brief a period. In this notable addition to the splendid record of missionary service on the part of her graduates, Middlebury has abundant reason to rejoice; the spirit of Parsons and of Fisk is a potent spirit still.

AN APPROPRIATION FOR VERMONT.

A BILL has been introduced in the legislature asking for fifteen thousand dollars, that additional courses and scholarships may be provided at Middlebury. The bill calls for a semi-annual payment. Twelve thousand six hundred is provided for instruction in subjects essential for students preparing to teach in Ver-

mont high schools and grades. The remaining two thousand four hundred would be devoted to 30 eighty-dollar scholarships. Each county would have as many as there are senators. Such scholarships would be awarded on the basis of competitive examinations except in case of vacancies or no proper candidates appearing, when the faculty would assign the scholarship. Each scholarship would be good for two years. This would enable thirty more Vermont men to enroll at an institution for higher learning.

ATHLETIC TAX.

A PETITION

"We, the undersigned, do hereby petition the President and Fellows of Middlebury College, asking that there be placed upon the semi-annual term bills to the men this additional item, "Athletic Dues $2.50"—with this exception, that any man showing just cause to a committee composed of the president, physical director and the president of the Athletic Association shall be excused from such tax.

This petition has been signed by the men of the college and every hope of its success is being entertained. The college approves of intercollegiate athletics. Having approved, nothing short of success should be accepted. Anyone who is in close touch with the problem at Middlebury knows, that for this end, the petition deserves support. Should it be granted, managers could depend upon a definite sum at a definite time. This is impossible at present. Bills would be paid more regularly. Sufficient equipment could be purchased. Schedules can be arranged more intelligently. The responsibility is placed where it should be. Those men whose finances are limited can be relieved of much embarrassment. The bill is not only legitimate but necessary. Why have the collection so slovenly and unbusiness like? Postponing a sub-freshmen's knowledge of such a tax is not an aid to him and in individual cases may be unfair.

THE VOLCANO MINSTRELS.

THE minstrel show presented at the McCullough Gymnasium on November 20 under the auspices of the Y. M. C. A. for the benefit of a college song book was a complete success. A very large audience attended and everyone reported a satisfactory entertainment. Much credit is due those who had the responsibility of the venture. A very substantial sum is now at hand to start the work on an adequate song book.

The programme of the play was as follows:

PART FIRST.

Overture, - - - - -	Minstrel's Delight
Dale S. Atwood, - - - -	Interlocutor
Somebody Else's Getting It", - - -	Dade, '15
Solo—Selected, - - - - - -	Pollard, '13
"Be My Little Baby Bumble Bee," - - -	Farwell, '14
"In Banjo Land", - - - - -	Cassavant, '14
"Ragtime Soldier Man", - - -	MacMurtry, '13
"O You Circus Day",—finale. - - -	Wiley, '13

PART SECOND.

I. The Tragedy Scene from the French Drama, "Chanticleer".

In order to produce a pleasing contrast to the comic part of the programme the committee presented this artistic scene at the expenditure of much time and money. Costuming by Hooker, Howe & Co. of Haverill, Mass. Electrical effects by the Edison Co., New York. Music arranged by Smith and McDowell.

II. Mandolin Club.

III. One Act Farce, - - The Automatic Servant Girl

Mr. Sootheley, Greenleaf, '13 — Cousin Bob, Hutchins, '14

Mrs. Sootheley, Carrier, '13 — Servant Girl, A New Brume

IV. Musical Specialty, - - - Walch, '13, Hendry, '15

V. Magic of the Orient, - - - - Muskoffian, '16

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.,

of Middlebury Campus, published monthly for eight months of each year at Middlebury, Vermont, required by the Act of August 24, 1912.

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(Signed) J. A. ARNOLD, Bus. Mgr.

Sworn to and subscribed before me this 5th day of October, 1912.

[Seal.] Robert F. Pinney, Notary Public.

My Commission Expires Nov. 30, 1912.

DEUTSCHE VEREIN.

THE first meeting of Deutsche Verein was held at the home of Professor Skillings Friday evening, October 25. The following officers and committees were chosen:

President, Mr. Davison; vice-president, Miss Foss; secretary, Miss Holmes; music committee, Miss Suter, Mr. Pollard, Mr. Williams; entertainment committee, Mr. Walch, Miss Holt, Miss Hopkins.

Mr. Walch gave an interesting talk on his trip to Germany, Miss Suter sang, and Miss Hopkins read.

The evening closed with games and German songs.

NORWICH 36, MIDDLEBURY 6.

NORWICH defeated Middlebury on her own grounds November 9 by the score of 36 to 6. The field was in very bad condition on account of frequent rains. Middlebury did not seem to find herself throughout the game. Twice the team demonstrated for a few moments that they were capable of good football, but a fumble in the one case and a penalty in the other interrupted the rally. Individual flashes of good playing were apparent, but the eleven seemed incapable of consistent work. The condition of the Norwich team was much better than that of Middlebury. Burwell was the star of the contest. Triggs played an excellent game, carrying the ball for a number of long gains. Rourke did a fancy piece of work when he fell on the ball for a touchdown after Triggs' fumble.

THE GAME.

Underhill kicked off for Norwich, Condit receiving it on the 20-yard line and carrying it back 10 yards. After three tries at the Norwich line Middlebury failed to gain and Leonard kicked to the Norwich 40-yard line. Norwich carried the ball back by his plunges to the 30-yard line, where Thompson kicked a field goal. Score 3–0. Cronk was hurt at this point and left the game for the quarter. Underhill kicked off again, Triggs receiving it and carrying the ball back 12 yards. Again Middlebury lost the ball after four tries at the line and Norwich began another tramp down the field. Underhill ripped off 20 yards

outside of tackle. The rest of the backfield contributed small gains until Burwell carried the ball around end for a touchdown. He kicked the goal. Score, Norwich 10, Middlebury 0.

Condit kicked off to Norwich's 20 yard line and after a ten-yard gain Brewster fumbled and Crawford recovered for Middlebury. Crawford, Triggs and Cronk continually hit the right side of Norwich's line for consistent gains until they reached Norwich's four-yard line, where they were penalized five yards on Crawford's offside. The quarter ended with the ball on Norwich's nine-yard line with the score 10–0.

On returning the play Middlebury carried the ball to the two-yard line, where Triggs fumbled and Rourke recovered the ball across the line. Jones failed to kick the ball out. Score, Norwich 10, Middlebury 6.

Condit kicked off to the 10-yard line and after carrying the ball back 15 yards Norwich started a tramp down the field until Thompson broke the center for a touchdown after a 15-yard run. Burwell missed the goal. Score, Norwich 16, Middlebury 6. Horsford was then relieved by Fisher.

Underhill kicked off to Fisher on the 30-yard line; he carried it back three yards and after a few tries Burwell intercepted a forward pass on his 48-yard line. Norwich was then penalized for offside play; after failing with a forward pass, Thompson kicked past Triggs on the 13-yard line. Leonard made three yards through tackle and Triggs went 20 yards through right tackle. After failing at the line, Middlebury could not gain and Leonard punted to Underhill on the 10-yard line, where Crawford nailed him. Kimball was badly hurt at this juncture and Rich relieved him. The time was called for the end of the half with Norwich in the lead 16 to 6.

Condit kicked off to Thompson on the 20-yard line, from where he ran it back 10 yards. Wall was hurt on this play, but he soon recovered and continued to play. O'Dowd received a forward pass and ran 15 yards. The visitors carried the ball to the 20-yard line, where Thompson missed a try for a field goal and the ball was put in play from the 20-yard line. Triggs ran around the Norwich right end for an 80-yard run for a touchdown, but he was called back for stepping out of bounds on the 40-yard line; he added 15 yards more on the next play through right tackle. Chalmers carried the ball 15 yards through

left tackle, but fumbled. Burwell grabbed the ball and ran 25-yards to the Middlebury 30-yard line, where Horsford nailed him. They carried the ball over after a succession of plays with Underhill scoring. Burwell kicked the goal. Norwich 23, Middlebury 6.

Condit received Underhill's kick on the 25-yard line and carried it back 15 yards and after a few downs Leonard kicked. Norwich carried the ball to the Middlebury 30-yard line aided by offside by a home player. Norwich was penalized 15 yards for holding in the line. They kicked to Triggs on the 23-yard line, where the quarter ended with Norwich ahead 23–6. Norwich intercepted a forward pass; they were penalized 10 yards for holding. On the next play Burwell ran 40 yards to the 15-yard line, from there Underhill carried the ball over. Burwell kicked the goal.

Jones scooped up the next kickoff, but could not run it back, and after a few tries at the line Leonard kicked to the Norwich 30-yard line where Burwell received the kick and ran it back 15 yards. After several small gains Burwell broke away just as the whistle blew and ran 30 yards for a touchdown. He missed the goal. The game ended here with the score, Norwich 36, Middlebury 6.

LINE-UP.

Norwich		Middlebury.
Lee,	r. e.	Wall,
Marcella,	r. t.	Condit,
March, Rich,	r. g.	Hutchins,
Burch,	c.	Rourke,
Murphy, Rich,	l. g.	Horsford, Fisher,
Kimball, March,	l. t.	Leonard, Fish,
O'Dowd,	l. e.	Jones
Thompson,	q. b.	Triggs,
Brewster,	r. h. b.	Cronk, Lamere, Kron,
Burwell,	l. h. b.	Leonard, Chalmers,
Underhill,	f. b.	Crawford.

Touchdowns, Burwell, 2, Underhill, 2, Thompson and Rourke; goals from touchdowns, Burwell, 3; goal from field, Thompson; referee, Flaherty, U. V. M.; umpire, Rockwell, U. V. M.; headlinesman, Burns, M. H. S.; time of quarters, 15 minutes.

MIDDLEBURY 14, ST. LAWRENCE 7

Middlebury won her first victory of the season in a game on the college athletic field against St. Lawrence Saturday, October 26. The score was fourteen to seven. The field was slow as a result of heavy rains and this was somewhat unfavorable to Middlebury owing to her dependence upon speed. The team played an exceptional game. There was evidence of unity and team enthusiasm. Once they felt the victory coming there was no denying them. The touchdown St. Lawrence made in the third quarter was added fuel for the fire. For a time St. Lawrence by uncorking a number of spread formations and trick plays had Middlebury worried, but the ends and the secondary defence solved the mystery before any serious damage could be done. The brilliant offensive play of Triggs won the game for Middlebury. A captured forward pass and a tackle at an opportune time by Cronk undoubtedly prevented a St. Lawrence touchdown. Jones was in the play every minute. His tackling was clever and effective. Wall put up a smashing game pulling down his men hard, making his weight count against the interference. The entire line held splendidly and found little trouble in handling the opposing team.

The first touchdown was the result of ten minutes of play, during which the teams looked fairly even. Then Triggs tucked the ball under his arm and danced through the visitors for a touchdown. No more scoring was done during the first half. St. Lawrence had evidently decided to run away with the game upon the beginning of the second half. They began to display a variety of play that promised dire consequences unless stopped. Two long forward passes aided them and the rest came through the line. They crossed the line and kicked the goal. Jones and Wall broke up a few of their end runs. At this time Coach Fisher called "Chubby" Cronk and shoved him in with definite orders to stop the St. Lawrence advance. He pocketed a forward pass and tore down a St. Lawrence back after he had plunged through the line. The significance of the dirge with which the band favored us during the intermission was shown at this point. Middlebury began to do things. Chalmers, Cronk and Crawford picked away at the red and white line. Suddenly Triggs decided that it was time to settle the matter, so he tore off twenty-five yards and won the game. Captain Leonard had his kicking

shoe with him and booted it over. Middlebury fourteen, St. Lawrence seven. And after that came the aftermath. Wouldn't it be great if we only had that team patriotism, that team unity, that knowledge that the fellows believe in each other, all the time. I think we would have more victories, eh !

MIDDLEBURY.		ST. LAWRENCE.
Jones,	l. e.	Dodds,
Captain Leonard	l. t.	Hutchins,
Fish,	l. g.	Morgan,
Rourke,	c.	Calden,
Hutchins,	r. g.	Keaney,
Condit,	r. t.	Maloney,
Wall,	r. e.	McGuire,
Triggs, Huntley,	q. b.	Roundy,
Cronk, Kron,	l. h. b.	Gardner,
Chalmers,	r. h. b.	Bagger,
Crawford,	f. b.	Keeney,

Score, 14–7 ; touchdowns, Triggs. 2, McGuire, 1 ; goals from touchdowns, Leonard, 2, Gardner ; umpire, R. F. Thompson ; referee, L. D. Hudson ; linesman, Cassavant ; time, four fifteen-minute periods.

SPRINGFIELD TRAINING 66, MIDDLEBURY 6.

" Alas the day !"

Triggs ran sixty yards to a touchdown. Middlebury's defensive play was of the crepe paper variety. Offensively the team showed more power than the score indicates.

MIDDLEBURY 33, ST. ANSELMES 0.

Middlebury defeated St. Anselmes on the college field November 16 by a score of 30–0. Middlebury played a very good game. St. Anselmes lacked training and were outweighed. Chalmers pulled off some good gains. Cronk and Triggs starred. Wall played a fast game. Condit did some effective offensive work.

ALUMNI NOTES.

[Contrary to the usual custom, and perhaps contrary to the strict rendering of the title, the alumni and non-graduate notes are included under this department. We urge all alumni and all former sons of Middlebury to remember that the success of this department depends upon their contributions.]

'66. Rev. N. R. Nichols, who formerly resided in Sudbury, Vt., has removed to Warwick, Mass.

'69. Martin E. Cady is now residing at 447 West 120th street, Chicago, Ill.

'81. The Hon. Frank C. Partridge has gone to the Pacific coast, where he will remain for some time.

'95. Eleanor Ross has resigned her position in Rutland, Vt., to accept one in Boise, Idaho.

'95. John Barlow is Professor of Zoology, Rhode Island State College, Kingston, R. I.

'96. Guy C. Lamson visited Middlebury on November 8 in connection with his work as New England Secretary of the American Baptist Publication Society.

'01. On September 10, Alice Brooks Fuller and husband returned from an interesting trip through England and Ireland.

'05. Isabel Blake is in this country on a furlough from her work in Autab, Turkey-in-Asia.

'05. H. H. Holt is in the history department at Wisconsin University, Madison, Wisconsin.

'07. C. Lisle Percy is pastor of the Congregational church, Charlton, Mass., and instructor in Clark University, Worcester, Mass.

'07. J. P. MacCormack is an instructor in Washington Irving High School, Tarrytown, N. Y.

'08. James Leigh Richmond has removed to 30 West 9th street, New York city.

'08. H. R. Vaughan is an instructor in physics at Washington University, St. Louis, Mo.

'09. Rufus Crane is an instructor in engineering at Baker University, Baldwin, Kansas.

'09. I. D. Hagar is a chemist in the employ of the Mound City Paint and Color Company. His address is 720 Carpenter Place, St. Louis, Mo.

'11. Sara D. Whitney and Marden Nichols were married at Bennington, Vt., June 10.

'11, Any communications to Hugo O. Thayer should be addressed to the Hospital Club, Washburn, Wisconsin.

'11. Frank C. Ryder has joined Robert Fletcher Hunt, '10, in the sales department of the Delaware Hard Fibre Company, Wilmington, Delaware.

'11. J. Gordon Peach is studying law at the Buffalo Law School, Buffalo, N. Y.

'12. A few more addresses of 1912 alumnae have arrived since the October issue of THE CAMPUS. Among those who are teaching are the following: Mabel Agnew, Shoreham, Vt.; Kathleen Driscoll, W. New York, N. J.; Ruth Richner, Blue Hill, Me.; Marjory Bates, Dalton, Mass.; Gertrude Murdock, Savannah, N. Y.; Ruth Hill, Whitcomb,,Mass.; Sara Lewis, Plattsburg, N. Y.. Vivia Stone, Condersport, Pa.; Rachel Pike, Pine Plains, N. Y., Box 53.

'12. Pruda Harwood is attending Columbia Teachers' College.

'12. The address of Willys M. Monroe is Daet, Amiles Camarines, P. I.

'12. Charles W. Bundy is teaching in the high school at Summit, N. J.

'12. P. E. Kidder is teaching at St. Cloud, Minneapolis.

'12. The address of Arthur C. Thomas is 15 W. Bridge street, Baltimore, Md.

'12. The address of Arthur B. King is 8 Allston street, Boston, Mass.

'12. Ruth H. Richner is teaching at Blue Hill, Me.

'12. W. C. Duncan is at his home in East Jaffrey, N. H.

Ex-'13. Elizabeth Cregan Hincks is now living at 11 Seymour street, Middlebury.

Ex-'13. Ralph H. Waldo is in business in New York city. He is employed by the Holt Paper and Envelope Co.

Ex-'14. Jane Spaulding is teaching at Craryville, N. Y.

Ex-'14. Those desiring to communicate with Earland B. Cook should address such correspondence to Winchester, N. H.

Ex-'15. Susan Giffen has entered Smith College as a sophomore.

Ex-'14. Herbert W. Goodhue has entered the junior class of Bates College, Lewiston, Me.

Ex-'15. Charles S. Spencer is studying law at the Albany Law School, Albany, N. Y.

STUDENT NOTES.

Professor Wright is editing the annual college catalogue.

Richard S. Wall was elected captain of the 1916 football team.

Ralph M. Hutchins, '14, of Coos, N. H., has been elected captain.

Michael F. Shea has been elected captain of the 1915 football team.

Raymond H. Kiniry has been elected manager of the 1916 football team.

Oscar Voute has been elected manager of the 1915 class basket ball team.

Miss Agnew and Miss Havens, both of '12, were recent guests at the college.

John Nelson Beckwith of Bethel has been elected manager of the 1915 class football team.

On October twenty-nine the senior class gave a farewell reception for Miss Etta M. Clark.

On November the ninth the Chi Psi Fraternity held an informal dance in Masonic hall.

Delta Upsilon Fraternity entertained at a formal dance in Masonic hall November twenty-third.

George Remington Ayres and George Clyfton Dade have been elected sophomore cheer leaders.

On October first a reception was held at Pearsons Hall for Miss Pomeroy, who is well known in literary circles.

A club known as the Bulkeley club has been organized by men of that school to keep the college before its students.

Monday evening, November eleven, Professor Robinson gave a delightful readings from some of Rowland Robinson's Vermont stories.

On the evening of October nineteen Professor Wright gave an interesting talk at Pearsons Hall on "Six Weeks in the Tropics."

Professor Raymond McFarland recently attended the annual meeting of the Association of New England colleges and preparatory schools at New Haven, Conn.

Miss Corbett, field secretary of the Y. W. C. A., was at Middlebury from November two to four inclusive. On Sunday afternoon she gave a helpful and inspiring talk.

Professor of Secondary Education, Raymond McFarland, has received favorable criticism of his pamphlet recently published regarding Secondary Education in Vermont.

The Y. W. C. A. entertained Mrs. Kellar, a missionary from China, who was here in the interests of the Student Volunteer Movement. She gave most interesting talks regarding her work in China.

Miss Archibald, '13, and Miss Hatch, '14, were sent as delegates to the convention of the Woman's Intercollegiate Association for Student Government held at Wells College, Aurora, N. Y., October eight and nine.

The sophomore class have elected the following Hop committee: Oscar Voute, chairman, Albert Laburton Kimball, Charles Sherman Jones, George Clyfton Dade, Miss Ruth Dickinson Norton, Miss Ginevra Pollard Harlow and Miss Grace Mead.

In an address delivered by President Thomas a short time ago at Bryn Mawr, he again called attention to the fact that institutions of learning are not halls for the perfection of the graces, but are efficient only to the extent that they produce positive minds that dare and care to and can assume world responsibility.

The members of *The Kaleidocsope* board of the class of 1914 are: Mr. Cassavant, editor-in-chief; Miss Jenne, assistant editor; Miss Suter, Miss Graves, Mr. Esten, Mr. Bundy, associate editors; Mr. Triggs, men's athletic editor; Miss Hatch, women's athletic editor; Mr. Youngs, business manager; Miss Aseltine, assistant business manager.

United States Commissioner of Education Philander P. Claxton spoke to the men and women of the college at the McCullough Gymnasium on October 24. He discussed the situation in Vermont to some extent, declaring his opinion to be that the growth of the State economically is governed by the intellectual standard of her citizens. He made a decided impression, leaving with his hearers not a little inspiration and enthusiasm.

The initiation banquet of the Delta Upsilon Fraternity was held at the Addison House on the evening of November 15. Many alumni were present. The initiates were: George M. Crawford, Wilmington, Del.; James J. Floyd, New London, Conn.; Bryson deH. McCloskey, Oswego, N. Y.; Alvin R. Metcalf, Worcester, Mass.; William M. Sistare, New London, Conn.; Richard S. Wall, New London, Conn.

At a meeting of the executive council of the Athletic Association the following men were awarded football Ms: Captain Bernard A. Leonard, '13, of Wallingford; William W. Chalmers, '13, of Fitchburg, Mass.; Elton F. Cronk, '14, of Greenwich, Conn.; Ralph M. Hutchins, '14, of Coos, N. H.; Edward R. Triggs, '14, of Greenwich, Conn.; Charles S. Jones, '15, of

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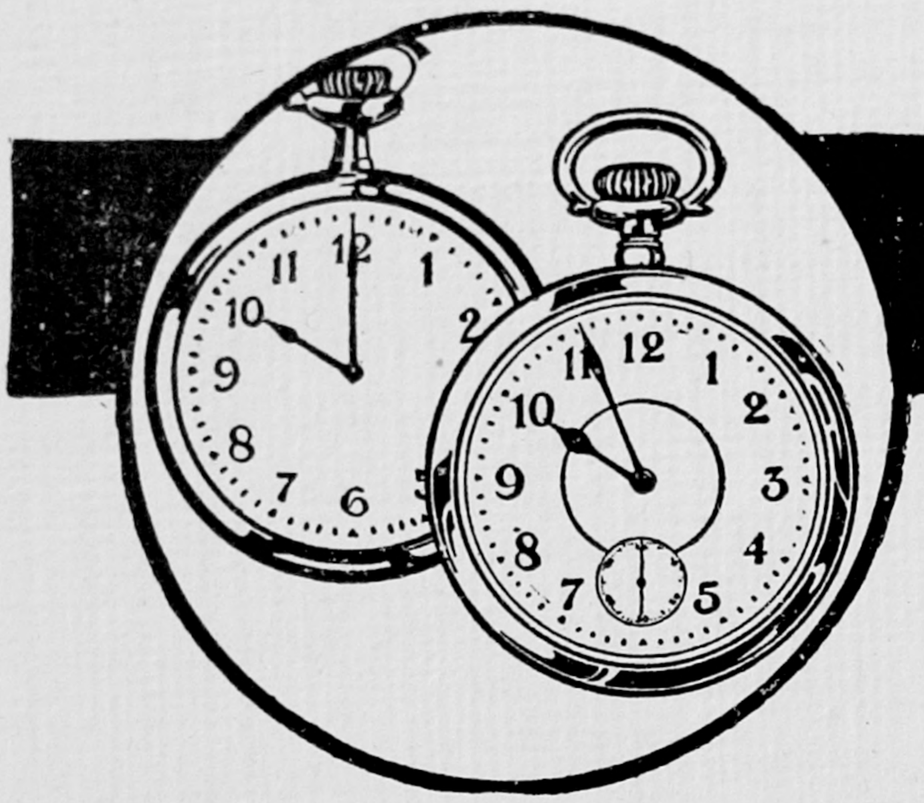

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